School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Park Elementary School | 01611926001101 | 3/14/23 | 5/24/23 |

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

# Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 *Code of Federal Regulations [CFR]* 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 *CFR* 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. Assembly Bill 716, signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning
Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

  The school plan must:

  - be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and

  - identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in CSI, TSI, or ATSI, you will need to also select those boxes as applicable.

Schoolwide Program
Additional Targeted Support and Improvement
Schoolwide Program
The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI: There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:· All indicators at the lowest status level; or· All indicators at the lowest status level but one indicator at another status level”Our site is one of the sites that was identified as ATSI.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Park ES developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:
1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

**Involvement Process for the SPSA and Annual Review and Update**

Quarterly, all staff, certificated and classified, school committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Site Based Decision Making (SBDM), parents, Coffee with the Principal, AASAI, ILT, students, staff, and community members are presented with school progress data to review and monitor programs, and are given the opportunity to make recommendations. Families and staff are given a SPSA survey each year to determine priorities to guide the SPSA development process.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Park Elementary continues to see an increase in the number of newcomer students arriving as refugees both from Central America and Afghanistan. These students arrived with significant trauma, under or interrupted schooling from their home country, and the need to acquire basic English quickly. While our Spanish Bilingual program supports newcomers in their primary language, we do not have similar supports for the newcomers from Afghanistan. We need access to translators to better be able to communicate with our newcomers and their families as well as additional funding to support their social-emotional and academic progress.
Additionally, some of these newcomers come to us in the middle of the year as redirects due to lack of space at their home school. Families that did not have their own transportation were offered a bus pass for AC Transit by the district but not transportation. This has been a significant hardship on families who may be working early, live extremely far or have other young children. Attendance can be an issue and having adequate supervision at school can be a challenge when students are dropped off early.
The substitute shortage has impacted Park harder this year than in the first year of the return to in-person learning. Administration has subbed in classes weekly, subbed consecutive days and has brought multiple classrooms into the MPR when there were more subs short than there were available employees to cover. This has a significant impact on the school site when administration is not able to meet their regular obligations throughout the school day. The school is forced to be in a mode of focusing only on basic safety, behavior investigations and parent concerns. Administration is pulled away from supporting teaching and learning across the school site. They are unable to observe and visit classrooms and generally be visible around the school site throughout the day. Students need to feel seen by the adults at the site and when there aren't sufficient adults the effect is felt in increases in behavior referrals and parent concerns. Substitutes can also fulfill an important need of allowing release time for grade levels to collaborate, engage in cycle of inquiry and action planning based on data to further teaching and learning.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **American Indian** | % | % | 0.2% | | | 1 |
| **African American** | 6.1% | 6.45% | 6.28% | 31 | 30 | 31 |
| **Asian** | 9.8% | 10.97% | 11.13% | 50 | 51 | 55 |
| **Filipino** | 4.7% | 4.95% | 4.45% | 24 | 23 | 22 |
| **Hispanic/Latino** | 68.0% | 66.67% | 64.78% | 348 | 310 | 320 |
| **Pacific Islander** | 2.7% | 3.66% | 2.83% | 14 | 17 | 14 |
| **White** | 3.9% | 2.37% | 2.83% | 20 | 11 | 14 |
| **Multiple/No Response** | 4.7% | 4.95% | 6.07% | 24 | 23 | 30 |
| | | | **Total Enrollment** | 512 | 465 | 494 |

**Conclusions based on this data:**

A three year trend in student enrollment suggest that school's demographics remain fairly consistent year to year. There was a significant drop in enrollment in 21-22 but we have seen a significant increase in 22-23 with a total enrollment of 507 in March 2023.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **English Learners** | 242 | 233 | 234 | 47.30% | 50.1% | 47.4% |
| **Fluent English Proficient (FEP)** | 64 | 62 | 74 | 12.50% | 13.3% | 15.0% |
| **Reclassified Fluent English Proficient (RFEP)** | 39 | 34 | | 0.0% | 7% | |

**Conclusions based on this data:**

Although we have a slightly lower number of EL students overall, it represents a slightly higher percentage of students. Now 50% of our entire enrollment are English Learners. Our number and % of RFEP has remained consistent at 7% the last 2 years.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 77 | 68 | | 0 | 65 | | 0 | 65 | | 0.0 | 95.6 | |
| Grade 4 | 73 | 77 | | 0 | 69 | | 0 | 69 | | 0.0 | 89.6 | |
| Grade 5 | 59 | 68 | | 0 | 60 | | 0 | 60 | | 0.0 | 88.2 | |
| Grade 6 | 70 | 55 | | 0 | 52 | | 0 | 52 | | 0.0 | 94.5 | |
| All Grades | 279 | 268 | | 0 | 246 | | 0 | 246 | | 0.0 | 91.8 | |

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2354. | | | 6.15 | | | 20.00 | | | 15.38 | | | 58.46 | |
| Grade 4 | | 2407. | | | 8.70 | | | 20.29 | | | 15.94 | | | 55.07 | |
| Grade 5 | | 2458. | | | 11.67 | | | 15.00 | | | 21.67 | | | 51.67 | |
| Grade 6 | | 2479. | | | 7.69 | | | 23.08 | | | 23.08 | | | 46.15 | |
| All Grades | N/A | N/A | N/A | | 8.54 | | | 19.51 | | | 18.70 | | | 53.25 | |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 6.15 | | | 56.92 | | | 36.92 | |
| Grade 4 | | 8.70 | | | 52.17 | | | 39.13 | |
| Grade 5 | | 15.00 | | | 48.33 | | | 36.67 | |
| Grade 6 | | 7.69 | | | 48.08 | | | 44.23 | |
| All Grades | | 9.35 | | | 51.63 | | | 39.02 | |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 1.54 | | | 38.46 | | | 60.00 | |
| Grade 4 | | 4.35 | | | 46.38 | | | 49.28 | |
| Grade 5 | | 6.67 | | | 56.67 | | | 36.67 | |
| Grade 6 | | 3.85 | | | 55.77 | | | 40.38 | |
| All Grades | | 4.07 | | | 48.78 | | | 47.15 | |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 9.23 | | | 72.31 | | | 18.46 | |
| Grade 4 | | 2.90 | | | 73.91 | | | 23.19 | |
| Grade 5 | | 5.00 | | | 75.00 | | | 20.00 | |
| Grade 6 | | 19.23 | | | 59.62 | | | 21.15 | |
| All Grades | | 8.54 | | | 70.73 | | | 20.73 | |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 9.23 | | | 53.85 | | | 36.92 | |
| Grade 4 | | 11.59 | | | 59.42 | | | 28.99 | |
| Grade 5 | | 15.00 | | | 56.67 | | | 28.33 | |
| Grade 6 | | 7.69 | | | 67.31 | | | 25.00 | |
| All Grades | | 10.98 | | | 58.94 | | | 30.08 | |

**Conclusions based on this data:**

In the overall achievement in ELA there were decreases in the % of students who exceeded, met and nearly met standards and a 10% increase in the number of students not meeting standards. When looking at the areas of ELA, there was a clear increase in the % at or near standard and a corresponding decrease in % of students below standard in all areas of language arts except writing when comparing the pre-COVID and post-COVID scores.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | 77 | 68 | | 0 | 68 | | 0 | 68 | | 0.0 | 100.0 | |
| **Grade 4** | 73 | 77 | | 0 | 75 | | 0 | 75 | | 0.0 | 97.4 | |
| **Grade 5** | 59 | 67 | | 0 | 66 | | 0 | 66 | | 0.0 | 98.5 | |
| **Grade 6** | 70 | 55 | | 0 | 55 | | 0 | 55 | | 0.0 | 100.0 | |
| **All Grades** | 279 | 267 | | 0 | 264 | | 0 | 264 | | 0.0 | 98.9 | |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 2350. | | | 7.35 | | | 8.82 | | | 16.18 | | | 67.65 | |
| **Grade 4** | | 2392. | | | 2.67 | | | 13.33 | | | 22.67 | | | 61.33 | |
| **Grade 5** | | 2421. | | | 4.55 | | | 9.09 | | | 22.73 | | | 63.64 | |
| **Grade 6** | | 2433. | | | 5.45 | | | 1.82 | | | 27.27 | | | 65.45 | |
| **All Grades** | N/A | N/A | N/A | | 4.92 | | | 8.71 | | | 21.97 | | | 64.39 | |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 5.88 | | | 32.35 | | | 61.76 | |
| **Grade 4** | | 4.00 | | | 28.00 | | | 68.00 | |
| **Grade 5** | | 7.58 | | | 25.76 | | | 66.67 | |
| **Grade 6** | | 3.64 | | | 29.09 | | | 67.27 | |
| **All Grades** | | 5.30 | | | 28.79 | | | 65.91 | |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 8.82 | | | 33.82 | | | 57.35 | |
| **Grade 4** | | 4.00 | | | 38.67 | | | 57.33 | |
| **Grade 5** | | 3.03 | | | 31.82 | | | 65.15 | |
| **Grade 6** | | 7.27 | | | 27.27 | | | 65.45 | |
| **All Grades** | | 5.68 | | | 33.33 | | | 60.98 | |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 4.41 | | | 55.88 | | | 39.71 | |
| **Grade 4** | | 2.67 | | | 57.33 | | | 40.00 | |
| **Grade 5** | | 3.03 | | | 45.45 | | | 51.52 | |
| **Grade 6** | | 3.64 | | | 54.55 | | | 41.82 | |
| **All Grades** | | 3.41 | | | 53.41 | | | 43.18 | |

**Conclusions based on this data:**

In the overall achievement in math there were decreases in the % of students who exceeded, met and nearly met standards and an almost 20% increase in the number of students not meeting standards. When looking at the areas of math, there were clear decreases in the % at or near standard and a corresponding increase in % of students below standard in all areas of math except communicating reasoning when comparing the pre-COVID and post-COVID scores.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

| 2021-22 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **465** | **69.7** | **50.1** | **0.9** |
| Total Number of Students enrolled in Park Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 233 | 50.1 |
| **Foster Youth** | 4 | 0.9 |
| **Homeless** | 5 | 1.1 |
| **Socioeconomically Disadvantaged** | 324 | 69.7 |
| **Students with Disabilities** | 55 | 11.8 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 30 | 6.5 |
| **American Indian** | | |
| **Asian** | 51 | 11.0 |
| **Filipino** | 23 | 4.9 |
| **Hispanic** | 310 | 66.7 |
| **Two or More Races** | 23 | 4.9 |
| **Pacific Islander** | 17 | 3.7 |
| **White** | 11 | 2.4 |

**Conclusions based on this data:**

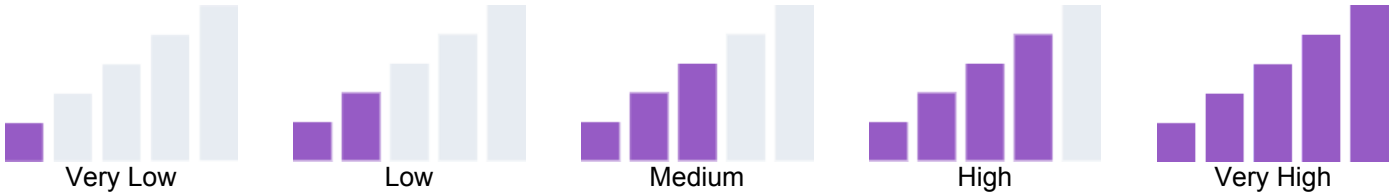
Our largest subgroups of students are English Learners (50.1%), Socioeconomically Disadvantaged (69.7%) and Latinx (66.7%). We also have a significant number of students with disabilities at 11.8%.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).




**2022 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts: Low | Chronic Absenteeism: Very High | Suspension Rate: Medium |
| Mathematics: Low | | |
| English Learner Progress: Medium | | |

**Conclusions based on this data:**

Both academic areas of ELA and Math are in the low range and need to be addressed through direct and systematic supports to students. The biggest area of concern though is in chronic absenteeism which was a difficult area to address effectively in the first year of in-person instruction since the pandemic. Our English Learner Progress and Suspension rates were relative positive areas with a medium rating.

# School and Student Performance Data

## Academic Performance
## English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

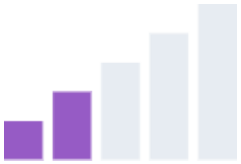
| 2022 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Very Low | Low | Medium | High | Very High |
| 1 | 3 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2022 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Low | Low | |
| 55.8 points below standard | 69.6 points below standard | |
| 230 Students | 137 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Low | Very Low |
| 0 Students | 58.7 points below standard | 109.7 points below standard |
| | 160 Students | 31 Students |

| 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>59.2 points below standard<br>13 Students | |  No Performance Level<br>17.0 points below standard<br>24 Students |  No Performance Level<br>28.1 points below standard<br>15 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Low<br>65.8 points below standard<br>158 Students |  No Performance Level<br>6 Students |  No Performance Level<br>9 Students |  No Performance Level<br>5 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

| 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 97.1 points below standard<br>107 Students | 28.3 points above standard<br>30 Students | 42.6 points below standard<br>77 Students |

**Conclusions based on this data:**

All of our significant subgroups scored in the low range on ELA expect students with disabilities who scored in the very low range. Reclassified English Learners scored 28 points above standard which is very positive data and the only subgroup that scored in the above standard range. Our African-American students are 59 points below standard on average which is close to our overall school average of 55 points below average. Our highest performing subgroups by race/ethnicity are Asian and Filipino. Our lowest performing subgroup was our Latinx (listed here as Hispanic) at 65 points below standard.

# School and Student Performance Data

## Academic Performance
## Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

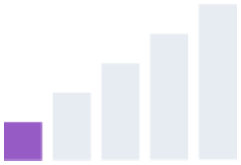
| 2022 Fall Dashboard Mathamtics Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |
| 3 | 1 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2022 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Low | Very Low | |
| 92.3 points below standard | 96.4 points below standard | |
| 231 Students | 137 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Low | Very Low |
| 0 Students | 94.8 points below standard | 131.3 points below standard |
| | 160 Students | 32 Students |

| 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
|  No Performance Level<br>89.2 points below standard<br>13 Students | |  No Performance Level<br>61.9 points below standard<br>24 Students |  No Performance Level<br>59.5 points below standard<br>16 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|  Very Low<br>99.3 points below standard<br>158 Students |  No Performance Level<br>6 Students |  No Performance Level<br>9 Students |  No Performance Level<br>5 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

| 2022 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 117.6 points below standard<br>107 Students | 20.8 points below standard<br>30 Students | 94.1 points below standard<br>78 Students |

**Conclusions based on this data:**

Students scored in the low and very low range in mathematics. In particular our larger subgroups of English Learners, Socioeconomically Disadvantaged and Latinx students all scored in the very low range. Reclassified English Learners scored 20 points below standard which makes them our highest performing subgroup. Our African-American students are 89 points below standard on average which is a few points higher than our overall school average of 92 points below average. Our Asian and Filipino subgroups performed comparatively better at around 60 points below standard.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2022 Fall Dashboard English Learner Progress Indicator**

**English Learner Progress**

Medium

50.0 making progress towards English language proficiency

Number of EL Students: 72 Students

Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2022 Fall Dashboard Student English Language Acquisition Results**

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|---|---|---|---|
| 16.7% | 33.3% | 0.0% | 50.0% |

**Conclusions based on this data:**

50% of our English Learners progress at least one level and only 16.7% decreased one level. In the prior year, 22% decreased one level so there was an almost 5% improvement in that area.

# School and Student Performance Data

## Academic Performance
## College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

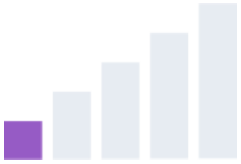
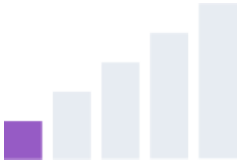
This section provides number of student groups in each level.

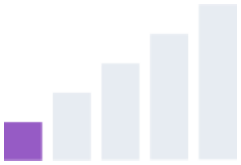
| 2022 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Very High | High | Medium | Low | Very Low |
| 6 | 0 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Very High | Very High | No Performance Level |
| 59% Chronically Absent | 54.1% Chronically Absent | Less than 11 Students |
| 546 Students | 294 Students | 5 Students |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Level | Very High | Very High |
| Less than 11 Students | 61.2% Chronically Absent | 67.2% Chronically Absent |
| 6 Students | 381 Students | 67 Students |

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
|  | |  |  |
| Very High | | Very High | No Performance Level |
| 68.4% Chronically Absent | | 30.3% Chronically Absent | 52% Chronically Absent |
| 38 Students | | 66 Students | 25 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
|  |  |  |  |
| Very High | No Performance Level | No Performance Level | No Performance Level |
| 62.4% Chronically Absent | 64.3% Chronically Absent | 75% Chronically Absent | 61.1% Chronically Absent |
| 351 Students | 28 Students | 20 Students | 18 Students |

**Conclusions based on this data:**

All students and all significant subgroups had very high rates of chronic absenteeism. The only significant subgroup with less than 50% chronic absenteeism was Asian students at 30.3%. African-American students were the significant subgroup with the highest rate at 68.4%.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2022 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| **Very Low** | **Low** | **Medium** | **High** | **Very High** |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2022 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |

| 2022 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |

**Conclusions based on this data:**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

**2022 Fall Dashboard Suspension Rate Equity Report**

| Very High | High | Medium | Low | Very Low |
|---|---|---|---|---|
| 0 | 0 | 1 | 1 | 4 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2022 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Foster Youth |
|---|---|---|
| Medium | Low | No Performance Level |
| 1.1% suspended at least one day | 0.7% suspended at least one day | Less than 11 Students |
| 568 Students | 307 Students | 5 Students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Level | Very Low | Very Low |
| Less than 11 Students | 0.5% suspended at least one day | 0% suspended at least one day |
| 10 Students | 392 Students | 69 Students |

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| | | |  |
| Very Low | | Very Low | No Performance Level |
| 0% suspended at least one day | | 0% suspended at least one day | 0% suspended at least one day |
| 38 Students | | 67 Students | 25 Students |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| |  |  |  |
| Medium | No Performance Level | No Performance Level | No Performance Level |
| 1.4% suspended at least one day | 0% suspended at least one day | 4.3% suspended at least one day | 0% suspended at least one day |
| 367 Students | 28 Students | 23 Students | 20 Students |

**Conclusions based on this data:**

Our suspension data is overall in the medium range at 1.1%. Our goal is to have this number below 1%. It is below 1% for every subgroup except Latinx and English Learners (2 of our larger subgroups). In the 21-22 school year, Park did not disproportionately suspend African-American or students with disabilities, both subgroups had a suspension rate of 0%.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Language and Literacy

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

# Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments.
Achievable Growth Amount on CAASPP ELA (grades 3-6): 5% from 28% met/exceeded to 33% met/exceeded.
Achievable Growth Amount on FastBridge (grades K-2): 5% increase in students at low risk/ontrack.

Dual Language schools only: In addition to English language arts, students at Park will increase proficiency in their program's target language (i.e. Spanish). Achievable Growth Amount on Primary Language assessment: 5% increase in students at the met/exceeded level on AR STAR Reading and FastBridge in Spanish.

## Identified Need

In the overall achievement in ELA there were decreases in the % of students who exceeded, met and nearly met standards and a 10% increase in the number of students not meeting standards. When looking at the areas of ELA, there was a clear increase in the % at or near standard and a corresponding decrease in % of students below standard in all areas of language arts except writing when comparing the pre-COVID and post-COVID scores.

All of our significant subgroups scored in the low range on ELA expect students with disabilities who scored in the very low range.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | 28% of all 3rd-6th graders met/exceeded standard in 2022 | 33% will meet/exceed for 2023 |
| FastBridge (K-2 English) | 59% of K-2 students of students in the SEI program were on track or at low risk | 64% of K-2 students of students in the SEI program will be on track or at low risk |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| FastBridge (K-2 Spanish) | 77% of K-2 students of students in the Bilingual program were on track or at low risk | 82% of K-2 students of students in the Bilingual program will be on track or at low risk |
| STAR Reading (3-6 Spanish) | | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged, Latinx, African-American and students with disabilities.

Strategy/Activity

Park will continue to use the text Cultivating Genius by Gholdy Muhammad as the foundation for professional learning in language arts. The equity framework called Culturally and Historically Responsive Teaching has four layers: Pursuit of Identity, Pursuit of Skills, Pursuit of Intellect and Pursuit of Criticality. The Pursuit of Identity grounds our literacy work in student identities and support our anti-bias/antiracist work in HUSD. The Pursuit of Skills ensures that all students have the basic skills (learning to read and write) to be successful readers and writers. At Park we will focus on the teaching of Reading Foundational Skills in all TK-6 classrooms as part of this pursuit. The Pursuit of Intellect is ensuring that the act of reading is always grounded in comprehending texts to be able to acquire new knowledge (reading to learn) and this also must happen at all grade levels TK-6. The Pursuit of Criticality is teaching students to combine their experiences and identities with their skills and intellect to take a critical stance and take action in their world. Also, the Pursuit of Skills and the Pursuit of Intellect connect well to scientifically supported and research based reading strategies focused on phonics/decoding and comprehension strategies

1. Park will provide teachers with additional collaboration time on a regular basis for data talks (CAASPP, FastBridge, AR) and to plan for next steps, including intervention/acceleration for students who would benefit from it, with a focus on equity for all students.

2. Park will allocate funds for extra hours (certificated and classified) and materials/supplies/books for acceleration classes targeting students who nearly met or did not meet standard as measured by CAASPP or FastBridge.

3. Park will provide funding for online programs such as Lexia/PowerUp, Lexia English, AR to support students' literacy development.

4. Park will continue to utilize Gholdy Mohammad's Historically Responsive Literacy Framework to support our Equity/Anti-bias/Anti-racist PD related to literacy.

5. Park will continue to offer PD on differentiated instruction connected to the FastBridge and Lexia lessons.

6. Park's Library Media Tech will support students' reading development through monitoring online program usage, implementing a reading reward program and providing texts to students that represent students' cultural and linguistic backgrounds.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 7000 | LCFF Supplemental and Concentration Funds<br>2000-2999: Classified Personnel Salaries<br>Extra hours teacher collaboration, acceleration |
| 60000 | ESSA Title I , Part A , Basic Grants Low Income and Neglected<br>2000-2999: Classified Personnel Salaries<br>Library Media Tech |
| 3000 | LCFF Supplemental and Concentration Funds<br>4000-4999: Books And Supplies<br>Materials/supplies/books for acceleration classes |
| 15000 | ESSA Title I , Part A , Basic Grants Low Income and Neglected<br>5000-5999: Services And Other Operating Expenditures<br>Online programs such as Lexia/PowerUp, Lexia English, AR |

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Classroom teachers utilized extra hours to collaborate and create data boards with FastBridge data and plan differentiated instruction for students at the different proficiency bands. Teachers also participated in optional PD in our 1st year of using the Lexia/PowerUp online reading intervention program. Overall, we had strong 1st year implementation of Lexia and we have allocated funding to continue to have Lexia next year. Our Library Media Tech (LMT) is full time which allows all classes to have library time weekly. The LMT has also begun a weekly reading raffle to encourage students to read more books, take more AR book quizzes and complete units/levels on Lexia. She purchases books and adds to our library collection with books that are culturally relevant to our

students and supports our equity/anti-bias/anti-racist initiative. Park School worked through the ABAR in Action PD series from the district that focuses on Historically Responsive Teaching to support anti-bias/antiracism work in the content areas and differentiated reading instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although funding was allocated for after school intervention/acceleration, very few teachers chose to offer after school intervention/acceleration to their students. Teachers chose to focus on collaboration to improve their practice to provide more effective and targeted language arts instruction during the regular school day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to allocate funding for after school intervention/acceleration for next school year but will allocate more for collaboration around data analysis and action planning. We hope that one day there will be sufficient substitute teachers to allow grade levels to have release time during the school day for teachers to engage in cycle of inquiry and lesson study together. This may also increase the number of teachers interested in offering intervention/acceleration after school.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

# Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments.
Achievable Growth Amount on CAASPP Math (grades 3-6): 5% from 14% met/exceeded to 19% met/exceeded.
Achievable Growth Amount on HUSD Math Benchmark (grades K-2): 5% increase in students who met/exceeded. from 68% to 73%.
Achievable Growth Amount on IXL Diagnostic (grades 3-6): 5% increase in students who met/exceeded. from 22% to 27%.

## Identified Need

In the overall achievement in math there were decreases in the % of students who exceeded, met and nearly met standards and an almost 20% increase in the number of students not meeting standards. When looking at the areas of math, there were clear decreases in the % at or near standard and a corresponding increase in % of students below standard in all areas of math except communicating reasoning when comparing the pre-COVID and post-COVID scores.

Students scored in the low and very low range in mathematics. In particular our larger subgroups of English Learners, Socioeconomically Disadvantaged, Latinx and students with disabilities all scored in the very low range.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | 14% met/exceeded | 5% increase to 19% |
| HUSD K-2 Math Benchmark | 68% met/exceeded | 5% increase to 73% |
| IXL Diagnostic (Grades 3-5) | 22% met/exceeded | 5% increase to 27% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged, Latinx, African-American and students with disabilities.

Strategy/Activity

When addressing deeper learning in math, we must look at mathematics as its own form of literacy and have students develop an identity as a mathematician. Students must develop basic foundational skills and fluency in adding, subtracting, multiplying and dividing to be able to utilize those critical thinking skills in higher level, more complex math and in real-life problem solving. Math has very specific vocabulary and language structures that can be taught systematically and directly to increase students' comprehension in problem solving.

1. All staff will participate in Math data talks that will focus on current student math learning trends and will allow an opportunity for staff to collaborate based on student work and collaborative teacher practices along with staff-determined student math learning goals.

2. Park will utilize online programs such as IXL and XtraMath to support the development of math concepts and procedures. We may consider purchasing Dreambox if carryover funding allows.

3. Park will allocate funds for extra hours (certificated and classified) and materials/supplies/books for acceleration classes targeting students who nearly met or did not meet standard as measured by CAASPP or district benchmark.

4. The EL Specialist will work with teachers to support planning around the vocabulary and language structures of math to support comprehension in problem solving.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 3000 | LCFF Supplemental and Concentration Funds<br>1000-1999: Certificated Personnel Salaries<br>Extra hours teacher collaboration, acceleration |
| 2000 | LCFF Supplemental and Concentration Funds<br>4000-4999: Books And Supplies<br>Materials/supplies/books for acceleration classes |
| 5000 | LCFF Supplemental and Concentration Funds<br>5000-5999: Services And Other Operating Expenditures<br>Classroom technology - elmos, projectors, etc. |

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Classroom teachers collaborated with grade level colleagues on math instruction. All local math assessments were optional in HUSD. Some teachers completed the assessments and input scores in the 1st trimester and some did not which made it a challenge to analyze data across a grade level or a school site. ILT worked to have all teachers complete and input scores for all students in trimester 2 so that data analysis and action planning could happen before CAASPP.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Although funding was allocated for after school intervention/acceleration, very few teachers chose to offer after school intervention/acceleration to their students. Teachers chose to focus their time on improving their practice to provide more effective and targeted math instruction during the regular school day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to allocate funds for after school intervention/acceleration for next school year but will allocate more for collaboration around data analysis and action planning. We hope that one day there will be sufficient substitute teachers to allow grade levels to have release time during the school day for teachers to engage in cycle of inquiry and lesson study together. This may also increase the number of teachers interested in offering intervention/acceleration after school.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

# Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by increasing by 5% the number of students progressing at least 1 level on the ELPAC and increasing the percentage of RFEP (Reclassified Fluent English Proficient) students by 5%

## Identified Need

50% of our English Learners progress at least one level, 16.7% decreased one level ands 33.3% maintained their level.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Students progressing at least one level on ELPAC | 50% of our English Learners progress at least one level. | Increase by 5% the number of students progressing at least 1 level on the ELPAC. |
| Percent of RFEP students | 7% of students are RFEP | Increase by 5% the number of students identified as RFEP |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All English Learners with a special focus on newcomers and students at risk of becoming a long-term English Learner in grades 4-6.

Strategy/Activity

English Learners make up a large subgroup of students at Park with just over 50% of our students being English Learners. This is a very diverse group for us that represent diverse needs. We have students in the bilingual program who receive daily instruction in their primary language, newcomers at all grade levels who arrive to us with no English, and students who are orally fluent but struggle with literacy in the upper grades. This group with strong listening and speaking skills who have challenges with reading and writing are most at risk of becoming longterm ELs. Each group must have a specific focus to ensure they meet adequate yearly progress and grow by at least one level each year.

1. Park will allocate funds for extra hours (certificated and classified) and materials/supplies/books for acceleration classes targeting newcomers and students at risk of becoming long-term English Learners.

2. Park will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD from the Benchmark Language Arts program and for bilingual teacher collaboration.

3. Park's Library Media Tech will support English Learners through monitoring online program usage and providing texts to students that represent students' cultural and linguistic backgrounds.

4. Park will provide funding for online programs such as Lexia/PowerUp, Lexia English, and AR to support the language and literacy development of English Learners.

5. Park's EL Specialist will monitor and analyze EL student data, collaborate with and provide PD for teachers, support ELD leveling, complete ELPAC testing for all 258 ELs in TK-6, and provide reading intervention for 1st-2nd grade EL students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 4000 | LCFF Supplemental and Concentration Funds<br>1000-1999: Certificated Personnel Salaries<br>Extra hours teacher collaboration, acceleration |
| 2000 | LCFF Supplemental and Concentration Funds<br>4000-4999: Books And Supplies<br>Materials/supplies/books for acceleration classes |
| 5000 | ESSA Title I , Part A , Basic Grants Low Income and Neglected<br>5000-5999: Services And Other Operating Expenditures<br>Online programs such as Lexia/PowerUp, Lexia English, AR |

| | |
|---|---|
| 4389 | ESSA Title I , Part A , Basic Grants Low Income and Neglected<br>2000-2999: Classified Personnel Salaries<br>Extra hours paraeducator intervention |
| 10000 | ESSA Title I , Part A , Basic Grants Low Income and Neglected<br>2000-2999: Classified Personnel Salaries<br>Library Media Tech |

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Park School began offering a newcomer support class for newcomers in 4th-6th grades after school with our paraeducator. Students received both language development as well as beginning literacy/phonics support. Our bilingual teachers were able to meet monthly with their Bilingual Curriculum Council Rep for program articulation and cross grade level collaboration. Our Library Media Tech was able to purchase culturally relevant texts for our school library with a special focus on books in students primary languages and books representing cultures of our newcomers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Initially we did not have enough funds to allocate for Lexia English. We decided to add a small amount of licenses to target our newcomers once we had the exact amount of carryover funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes will be made to this goal if new concerns or issues arise related to ELs that need to be addressed during the school year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Deeper Learning -- Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

# Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a weekly basis using a variety of discourse techniques.

## Identified Need

All students benefit by a well rounded education that includes access to visual and performing arts education as well as core academics.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Students participating in VAPA related clubs | 58 students participated in VAPA related after school clubs. | Increase by 10% the number of students participating in VAPA related after school clubs. |
| Arts integration in the content areas | Inconsistent, uneven implementation of arts integration among teachers at the site. | Weekly arts integration activities implemented consistently in all classrooms. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Visual and performing arts are a strong part of Park's identity as a school. We offer regular opportunities for students to engage with the arts both during and after the regular school day. There is high support from both staff and families for VAPA programs at Park. Arts are seen as an integral part of students' self-identity development and school community.

1. Park will allocate funding for extra hours (certificated and classified) and materials/supplies/books for after school clubs such as art/ceramics, crafts/woodworking, ballet, etc.

2. Park will support our visual and performing arts programs by purchasing materials and supplies (instruments, costumes, microphones, etc.) as needed to ensure every student who wishes to participate in that program is able.

3. Park will continue to offer a weekly art prep to all 1st-6th grade students as well as have assemblies from outside groups perform for the students (Oakland Ballet, SF Opera, etc.).

4. Park students will be able to showcase their visual and performing arts talents in a variety of venues such as our annual Art Showcase, school music concerts and other events in HUSD or the City of Hayward.

5. Park teachers will utilize performing arts integration such as reader's theater or other types of performances to support oral language development.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 4000 | LCFF Supplemental and Concentration Funds<br>1000-1999: Certificated Personnel Salaries<br>Extra hours for VAPA clubs |
| 2000 | LCFF Supplemental and Concentration Funds<br>4000-4999: Books And Supplies<br>Materials, supplies, equipment |
| 1763 | LCFF Supplemental and Concentration Funds<br>5800: Professional/Consulting Services And Operating Expenditures<br>Assemblies |

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Both students and families appreciate and enjoy the after school arts clubs (ballet, arts/ceramics, crafts/woodworking). Students who participate in the clubs have additional opportunities to participate in school assemblies and our annual art showcase. Having a full time art prep allows every student in 1st-6th grades to attend a weekly 50 minute art class. The artwork created by students in the art class and clubs fills the walls of our school. Students are excited and proud to see their pieces up on display around the school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were able to purchase basic supplies for our VAPA clubs and classes. We plan to budget more to purchase additional materials, supplies and equipment to support all of our VAPA programs at Park.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is the first year that we have a VAPA goal. We will look for ways throughout the year to expand upon the goal and be flexible to meet the needs of students in the area of VAPA as we go through the year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- School Climate and Social Emotional Learning

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

# Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. All 5th grade will report a 5% increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on data in the Sown to Grow SEL program

## Identified Need

School climate has been extremely important since we returned to in-person learning almost 2 years ago in July 2021. Students continue to experience challenges related to social interactions with peers and emotional regulation. On the 2022 CHKS survey, 52% of 5th grade students reported being called bad names or being a target of mean jokes. On our Park School Student Climate Survey for students in 3rd-6th grade, we found that 79% of students feel safe at school all or most of the time and 86% of students said they have an adult they can go to for help all or most of the time. Even though these are somewhat high scores, in a relationship centered school anything under 100% on both of these measures calls for improvements. Every child should feel safe at school and should feel they have an adult to go to for help. Maintaining a suspension rate under 1% is key to keep students in school learning and not excluding them from their education.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Suspension | Currently 1.1% rate of suspension overall | Return to a suspension rate under 1% |
| Park Climate Survey (Grades 3-6) | 79% of students reported feeling safe at school all or most of the time and 86% reported having an adult they can go to for help at school. | Increase to 85% the students feeling safe at school and to 90% students who feel they have an adult at school they can go to for help. |
| CHKS (Grade 5) | 68% of 5th graders reported positive school connectedness. | Increase by 5% to 73% of 5th graders reporting positive school connectedness. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CHKS (Grade 5) | 52% of 5th grade students reported being called bad names or being a target of mean jokes. | Decrease by 5% the number of 5th graders reporting being called bad names or being a target of mean jokes. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students will be served by the following strategies with special focus on English Learners, socio-economically disadvantaged, Latinx, African-American and students with disabilities.

Strategy/Activity

Park is a PBIS school and has been focusing on social-emotional learning for several years. We will continue this work into the 23-24 school year and continue to integrate our antibias/antiracism professional learning. Two portions of Gholdy Mohammad's equity framework, Pursuit of Identity and Pursuit of Criticality, will be used to support equity, climate and anti-bias/antiracism at Park . The Pursuit of Identity is a key component in social-emotional work where students delve deeply into who they are. The Pursuit of Criticality will build their leadership skills and increase their voice in their education at the school site. The Pursuit of Skills can also be considered a we teach specific skills and strategies around social-emotional learning, mindfulness and growth mindset.

1. Park will allocate funding for extra hours (certificated and classified) and materials/supplies/books for after school clubs such as Black Student Union, Student Leadership, Garden, Girls on the Run, Soccer, etc.

2. Park will continue to implement structured recess with youth leaders supporting positive play and increase the level of engagement of students in structured activities at recess to include art, board games, etc. by allocating additional hours for noon supervisors to support at morning recess.

3. Our PBIS committee will continue to implement tier 1 practices such as pawsome tickets and raffle, Pizza with the Principals, Character Trait and Student of the Month. The committee will also support with the annual Great Kindness Challenge that occurs every January and SEL/PBIS focused assemblies.

4. Park will continue to implement restorative practices through community circles, check-ins, and conflict resolution/mediation.

5. Park teachers will implement the daily check-ins through the Sown to Grow SEL program. They will have access to and receive professional development on the SEL lessons provided by that platform. We will utilize our HUSD SEL counselor to support implementation as well.

6. Park will begin the implementation of Solution Teams to address and prevent bullying.

7. Park will utilize the COST process to identify students with social-emotional and behavioral needs and connect them to services.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 4000 | LCFF Supplemental and Concentration Funds<br>1000-1999: Certificated Personnel Salaries<br>Extra hours for clubs |
| 2000 | LCFF Supplemental and Concentration Funds<br>4000-4999: Books And Supplies<br>Materials, supplies, equipment |
| 10000 | LCFF Supplemental and Concentration Funds<br>2000-2999: Classified Personnel Salaries<br>Extra hours noon supervisors |

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Park School continues to put a strong emphasis in promoting a positive school climate. Teachers began the year focused on social-emotional learning and have continued that work through mindfulness and restorative practices during the year. Students have reported feeling more calm and focused at school when these practices are utilized on a daily basis in class (i.e. mindfulness daily after recess to refocus on academics). Behavior expectations are clear to staff, students, and the community. Students are recognized through positive behavior interventions. We need to re-energize through the climate committee, the behavioral referral process, data analysis of referrals and the sharing of that data with staff and families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Park has spent several years focused on school climate and the social emotional needs of students. Over the last two years, we have included the HUSD anti-bias/antiracism work in this goal and strategies/activities at Park. Students and families appreciated and enjoyed the after school enrichment clubs that were funded out of categorical funds and approved by SSC.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to add more strategies to integrate our anti-bias/antiracist professional development with other areas related to climate such as Social Emotional Learning (Sown to Grow and HUSD resources), Restorative Practices; Mindfulness, Growth Mindset, Discipline Equity, etc. We will monitor behavior referrals and suspensions throughout the year looking for trends that need to be addressed in the moment that may not be included in the school site plan.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

# Goal 6

Relationship-Centered Schools -- Parent Engagement: Park will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

## Identified Need

In the area of parent participation, we had extremely low participation rates in online parent meetings. Most ELAC and Coffee with the Principal meetings were attended by fewer than 10 parents. Offer more in-person school wide events in the evenings for families.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Meeting sign in sheets | Fewer than 10 parents participating in parent committee meetings (ELAC, PTO, SSC, etc.). | Increase by 10% the number of parents participating in parent committee meetings (ELAC, PTO, SSC, etc.) |
| Number of in-person family events offered | In 21-22, we only offered one school-wide evening event for families in-person, the Art Showcase. | Increase to 6 school-wide evening event for families in-person. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All families with a focus on families of English Learners, African-American families and families of students with disabilities.

Strategy/Activity

Park values the role that parents play in their child's education.  At the same time, we recognize the tremendous stressors families are facing that have only increased during and after the pandemic.

Our goal is to have open, supportive communication with our families and to act as partners in educating the whole child.

1. As a community school, Park's Family Engagement Specialist and Community Schools Specialist will provide workshops to parents on a variety of topics of interest to our parent community (English Learners, attendance, emotional-behavioral supports, data and academic progress) as well as other services needed by the community. We will actively engage parents through a variety of committees, groups and meetings such as ELAC, AASAI, and Coffee with the Principal.

2. Park will continue to allocate funds for volunteer fingerprinting, childcare and food for parent meetings to support parent involvement at school.

3. Park's Parent Engagement Committee along with the PTO and other parent groups will organize and support a variety of events/activities for our community such as our Multicultural Event, Black History Assembly and Family Event, Art Showcase/Open Gallery, Read Across America, Family Math Night, etc.

4. Park's office staff, EL Specialist and Family Engagement Specialist will continue to work with CWA and the EL Department to have translation available when needed for families who speak a language other than English especially languages other than Spanish.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1000 | Title 1: Parent Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>Fingerprinting |
| 300 | ESSA Title I , Part A , Basic Grants Low Income and Neglected<br>2000-2999: Classified Personnel Salaries<br>Extra hours for childcare |
| 1000 | Title 1: Parent Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>Workshops |

# Annual Review

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At Park our parent community shows high engagement in events that can be attended and enjoyed by the whole family. Events like Back to School, the Art Showcase, music concerts and our Black History Event are all well-attended. We struggle to get and maintain parent involvement on committees such as ELAC, PTO and SSC and to find parents able to support as volunteers and chaperones.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have offered more in-person school-wide evening events for families since this is where we see the most participation. We are considering changes to scheduling for some of the parent committees to see if different times would increase participation.
To increase the number of fingerprinted volunteers, we increased the amount of money allocated for fingerprinting significantly. A number of parents took advantage of this but some classes still had a challenging time finding parents to fill in as volunteers and chaperones when needed. Our community is made of mostly households where the adults work during the day when children are at school making it challenging for them to take off time to volunteer or chaperone on field trips.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes and updates will be made to this goal if parents express any additional concerns or have additional requests during the course of the school year. It is important that we are always responsive to the needs of our families.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

# Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Park will decrease chronic absenteeism by 10% in the 23-24 school year.

## Identified Need

All students and all significant subgroups had very high rates of chronic absenteeism. The only significant subgroup with less than 50% chronic absenteeism was Asian students at 30.3%. African-American students were the significant subgroup with the highest rate at 68.4%.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CA Dashboard Chronic Absenteeism Data | 59% of students are chronically absent in 2021-22 school year. | Decrease chronic absenteeism as measured on the CA Dashboard by 10%. in the 2022-23 school year. |
| Monthly Attendance Reports from Infinite Campus | Students have attended school in the 2022-23 school year (July to March) at a rate of 87.59%. | Increase average daily attendance by 10% to reach the 97% goal. |
| Monthly Attendance Reports from Infinite Campus | In 2022-23, we had 147 tardies of more than 30 minutes by 73 students. | Decrease the number of students arriving late and/or leaving early (greater than 30 minutes) by 5%. |
| District A2A Chronic Absence Report | During 22-23 (July -March), just under 53% of students were considered chronically absent (missing more than 10% of school days). | During the 23-24 school year, decrease chronic absenteeism (July-March) as measured on A2A by 10%. |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a particular focus on the significant subgroups of Latinx, socioeconomically disadvantaged, African-American and students with disabilities who all had over 60% chronic absenteeism.

Strategy/Activity

Attendance is a strong indicator of school success and Park strives to work closely with families to break down barriers to positive school attendance. All schools have experienced high rates of chronic absenteeism due to the COVID pandemic and protocols connected to the pandemic. The pandemic has created unique challenges to positive school attendance and our school staff supports families on a daily basis to navigate these protocols to ensure students miss as little school as possible.

1. Park staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

2. Our attendance clerk will make daily calls to families whose children are absent and encourage positive attendance.

3. Our attendance clerk and assistant principal will engage families in truancy and SARB meetings as necessary. These meetings will focus on determining barriers to positive attendance and developing strategies with the families to breakdown barriers to positive attendance.

4. Park will recognize students with excellent attendance and students who improve their attendance during the course of the year.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We continued to monitor attendance and conduct truancy meetings even though COVID protocols made improving attendance a challenge. We focused on families with high numbers of unexcused absences or numerous tardies over 30 minutes.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the impact of COVID 19 protocols on attendance, the intended implementation couldn't take place and the goals could not be properly evaluated.  A high number of students were excluded from school due to symptoms or exposures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to focus on our families who have been chronically absent during the 2022-2023 school year.  We will analyze this data moving forward taking demographics and sub-groups into consideration to determine if some groups may be experiencing a sense of disconnect/lack of support from the school that is showing up as chronically absent.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $96,689 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $146,452.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| ESSA Title I , Part A , Basic Grants Low Income and Neglected | $94,689.00 |
| LCFF Supplemental and Concentration Funds | $49,763.00 |
| Title 1: Parent Allocation | $2,000.00 |

Subtotal of state or local funds included for this school: $146,452.00

Total of federal, state, and/or local funds for this school: $146,452.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| LCFF | 37,881 | 37,881.00 |
| Title I | 90582 | 90,582.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| ESSA Title I , Part A , Basic Grants Low Income and Neglected | 94,689.00 |
| LCFF Supplemental and Concentration Funds | 49,763.00 |
| Title 1: Parent Allocation | 2,000.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 15,000.00 |
| 2000-2999: Classified Personnel Salaries | 91,689.00 |
| 4000-4999: Books And Supplies | 11,000.00 |
| 5000-5999: Services And Other Operating Expenditures | 25,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 3,763.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 2000-2999: Classified Personnel Salaries | ESSA Title I , Part A , Basic Grants Low Income and Neglected | 74,689.00 |
| 5000-5999: Services And Other Operating Expenditures | ESSA Title I , Part A , Basic Grants Low Income and Neglected | 20,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental and Concentration Funds | 15,000.00 |

| | | |
|---|---|---|
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental and Concentration Funds | 17,000.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental and Concentration Funds | 11,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental and Concentration Funds | 5,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental and Concentration Funds | 1,763.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title 1: Parent Allocation | 2,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 85,000.00 |
| Goal 2 | 10,000.00 |
| Goal 3 | 25,389.00 |
| Goal 4 | 7,763.00 |
| Goal 5 | 16,000.00 |
| Goal 6 | 2,300.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Danielle Alexander | Classroom Teacher |
| Darlene Tom | Classroom Teacher |
| Veronica Hernandez (ELAC) | Parent or Community Member |
| Jane Wilson | Parent or Community Member |
| Fatema Nasiry | Parent or Community Member |
| Dahlia Case | Parent or Community Member |
| Lori Oldham | Principal |
| Michelle Blumstein | Other School Staff |
| Michelle Root | Parent or Community Member |
| Lori Suydam | Classroom Teacher |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
| --- | --- |
| | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 3/14/2023.

Attested:

| | |
| --- | --- |
| | Principal, Lori Oldham on 3/14/23 |
| | SSC Chairperson, Michelle Root on 3/14/23 |

# Title I School-Level Parent and Family Engagement Policy

Park Elementary School
March 2023

With approval from the local governing board, Park Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

## Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at Park Elementary School, the following practices have been established:

a) Each year, Park presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.

b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings may include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Organization (PTO), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our weekly school newsletter, flyers that are sent home, and through phone messages.

c) Park has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the Park Student Handbook.

d) The school provides parents of participating children with the following:

1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our weekly school newsletter, flyers that are sent home, and through phone messages.
2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.
3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conference, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.

e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

**Building Capacity for Involvement**
**(Parent and Family Engagement Policy Continued)**

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Organization (PTO) meetings, and School Site Council (SSC) meetings.

b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTO, and SSC meetings.

c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.

d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.

e) Overall 15%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.

f) The school will provide additional support as requested by parents.

## Accessibility

Park Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and works directly with parents, typically the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

**Park Elementary School**

**Student/Parent/Family/Teacher**

**School Compact**

**Name** _____ **Room #** _____

**Student Pledge:**

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Return completed homework on time
- Return corrected work to my parents
- Be responsible for my own behavior
- Come to school on time ready to learn and work hard
- Bring necessary materials, and completed assignments on time
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my screen time and instead study or read every day after school
- Respect the school, students, staff and families
- Incorporate physical activity into my daily activities

Student's Signature

_____ Date_____

**Parent/ Family/Pledge:**

I realize that my child's years are very important, and I understand that my participation in my child's education will help with their achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Require that my child completes their homework
- Attend Back to School Night, Parent Conferences, and Open House, Coffee with the Principal, School Site Council, and ELAC
- Read and agree to the Park Code of Conduct
- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor and limit my child's screen time

- Read to my child and encourage my child to read every day (20 minutes for grades TK-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a question, comment or concern
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Consistently monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, and ELAC
- Respect the school, staff, students, and families

Parent's Signature

_____ Date_____

**Staff Pledge:**

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction for 21st century success
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs
- Provide a warm, safe, caring and identity-affirming learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades TK, K-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher's Signature

_____ Date_____